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ABSTRACT

This resource paper on financial aid for postsecondary education covers various types of financial aid (grants, loans, and employment); the technical words and phrases used to discuss it (such as "financial need," "family contribution," and "financial aid package"); and the process involved in its disbursement. Particular attention is given to those expenses which are considered disability related, and suggestions are made about ways in which some of those expenses may be met. Vocational Rehabilitation (VR) Agencies are briefly described, noting the services that they may provide and the interaction between the state VR agency and the Financial Aid Office of a postsecondary institution. Suggestions are offered about additional possibilities for financial assistance, such as Supplemental Security Income, Social Security benefits, and private scholarships. Twelve resources for financial aid information are described. Thirty-three scholarships specifically designated for students with disabilities are listed. A precollege financial aid checklist is provided. (JDD)

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1993 FINANCIAL AID FOR STUDENTS WITH DISABILITIES

Education beyond high school in the United States is optional but has become a necessary investment in future employment and life satisfaction for many people. Most, however, can't afford to make this investment without some outside monetary assistance in meeting the cost of postsecondary education. Over the years public and private sources of money have been developed specifically to provide that help for education. As increasing, but limited, amounts of money have become available, a standardized method of determining eligibility has evolved to promote equitable disbursement of student financial aid. This process is known as the financial aid system.

The financial aid system is based upon a partnership between the student, parents, postsecondary educational institution, state and federal government, and available private resources. For the student with a disability the partnership may be extended to include a Vocational Rehabilitation Agency and the Social Security Administration. Such a partnership requires cooperation of all, and an understanding by each of their responsibilities within the financial aid process.

Obtaining financial aid can be a complex process. Laws are frequently amended and eligibility requirements, policy, and disbursement of governmental funds change each year. As the costs of obtaining postsecondary education rise, keeping informed about changes in the financial aid system becomes imperative. This fact sheet provides an overview of the financial aid system. It also discusses the roles and responsibilities of those who play a significant part in the process of providing aid to students with disabilities. The fact sheet also addresses the financial aid application procedure, and suggests timelines and resources for those individuals seeking financial aid. As a result of changes made in the Higher Education Act, which is the authorizing legislation for the Title IV federal financial aid programs, significant changes affecting the programs and the application and delivery processes will occur for the 1993-94 award year. The information in this fact sheet was based upon the best available information at the time of publication in the early fall of 1992. The HEATH staff have prepared this fact sheet as a resource for students, parents, and all professionals who assist students with disabilities to secure financial assistance for postsecondary education.

The discussion below covers the various types of financial aid, the technical words and phrases used to discuss it, and the process involved in its disbursement. Particular attention is given to those expenses which are considered disability related, and suggestions are made about ways in which some of those expenses may be met. There follows a brief description of Vocational Rehabilitation (VR) Agencies, the services that they may provide, and the interaction between the state VR agency and the Financial Aid Office of a postsecondary institution. Finally, suggestions are offered about additional possibilities for financial assistance.

WHAT IS FINANCIAL AID?

Financial aid is a system of financial assistance to help individuals meet their educational expenses when their own resources are not sufficient. A student who believes that his own and family resources are not sufficient to pay for all the costs of attendance (tuition, room and board, books, transportation, campus activities, etc.) should apply for financial aid through the Financial Aid Office of the institution he or she plans to attend. Three types of aid are available:

1. Grants—Gifts and scholarships which do not have to be repaid
2. Loans—Money borrowed to cover school costs, which must be repaid (usually with interest) over a specified period of time (usually after the student has left school or graduated)
3. Work—Employment which enables a student to earn a portion of school costs.

The Federal Government contributes to all three types of student financial aid. These programs are explained in a booklet called **The Student Guide: Financial Aid From the U.S. Department of Education.** Free copies of this booklet (in print or disk) may be obtained by writing Federal Student Aid Programs, Box 84, Washington, DC 20044 or by calling 800-433-3243. The programs described in the booklet are:

1. Federal Pell Grants
2. Federal Supplemental Educational Opportunity Grants (SEOG)
3. Federal Work-Study (CWS)
4. Federal Perkins Loans (formerly National Direct Student Loans)
5. Federal Family Education Loans including:
   a. Federal Stafford Loans

One Dupont Circle, NW ☐ Suite 800 ☐ Washington, DC 20036-1193 ☐ (202) 939-9320 ☐ (800) 544-3284 ☐ Voice/TDD

This national clearinghouse on postsecondary education for individuals with disabilities is funded by the U.S. Department of Education

(formerly Guaranteed Student Loan Program)

b. Federal PLUS Loans/ Supplemental Loans for Students (SLS)

All of these programs are based upon financial need of the student, and his or her family except the PLUS and SLS programs. Although PLUS and SLS do not take into account any family contribution, they cannot exceed the difference between the student's cost of attending a postsecondary institution and the student's other financial aid (including scholarships). Some colleges, states, and other entities may also offer aid that is **merit-based** which means that funds are provided to students without regard to financial need, if certain conditions (such as high grades) are met. The financial aid administrator at the school of your choice is the best resource for locating merit-based or any other financial aid resources for attending that school.

WHAT IS FAMILY CONTRIBUTION?

The family contribution is the amount of money the **family** of a student (parents and the student him or herself) is expected to contribute toward college expenses. The amount the family is expected to contribute is calculated by a standardized formula that takes into account the family's financial resources (income and assets), family size, and basic living expenses.

The calculation of family contribution is based on information provided by the student's family on a standardized need analysis form. Beginning with the 1993-94 year all students applying for Federal financial assistance will be required to complete the Free Application for Federal Student Aid (FAFSA). There will be no charge to the student or the student's family for the processing of this form or for determining the student's eligibility for Federal financial assistance.

Students who are also applying for non-Federal financial assistance from schools or from their State of residence, may be required to complete an additional form, and the student may be required to pay a fee

Expenses Tuition, fees, books and supplies, room, board, transportation, personal expenses, dependent care, expenses related to disability; study abroad costs; cooperative education costs. *Some expenses may not be considered in the determination of financial need. See the subheading "What expenses are considered disability-related?"	–	**Family Contribution** Amount family and/or student is expected to contribute toward cost of education (summer savings, contribution from income or assets, veterans benefits, social security benefits, welfare, etc.)	=	**Financial Need** May be met by financial aid package (see page 3 for explanation of package)

for processing the information on the additional form. These additional forms for non-Federal financial assistance are the Financial Aid Form (FAF) of the College Scholarship Service, the PHEAA form of the Pennsylvania Higher Education Assistance Authority (PHEAA), or the state-specific supplemental forms produced by the American College Testing Program (ACT). In addition, some states may have their own application for state aid, which is not produced by ACT, CSS, or PHEAA.

Since schools may have a preference for a particular form and there are state specific versions of the FAF and ACT form, *it is advisable to check with the financial aid offices of the schools that you are interested in attending to determine which of the additional forms for non-Federal assistance they prefer*. No matter what the school's preference may be for the non-Federal application, the application packet will include both the Free Application for Federal Student Aid (FAFSA) and the appropriate application for non-Federal financial assistance (FAF, PHEAA, or an ACT state-specific aid application).

Some students receive little or no financial support from their parents in order to enroll in a postsecondary education program, and the financial aid system recognizes this situation. Students may qualify as financially independent if the individual: is 24 years of age or older by December 31 of the award year; is a veteran of the Armed Forces of the United States; is a graduate or professional student; is an orphan or ward of the court; has legal dependents other than a spouse; or is a student for whom a financial aid administrator makes a documented determination of independency by reason of other unusual circumstance.

The family contribution of an independent student is calculated based upon the income and assets of the student (and spouse, if married.)

WHAT IS FINANCIAL NEED?

The Financial Need of the student is the difference between the student's educational expenses and the amount of money the family is expected to contribute. In general terms, the formula to determine financial need is shown in the box above.

There is no guarantee, however, that any one institution will be able to meet the total financial need of a student, disabled or not.

WHAT IS THE FINANCIAL AID PROCESS?

The financial aid process is the method used by the student to apply for funds from the financial aid system. The process is designed to serve equitably over 15 million applicants from over 4000 postsecondary education institutions. The scope of the financial aid system requires that the application process be standardized. Describing special circumstances or needs, therefore, may require additional effort on the part of the applicant. Applicants who have special needs, such as disability

	SCHOOL A	SCHOOL B
COST OF ATTENDANCE (tuition, fees, room, board, books, supplies, transportation, disability-related expenses, misc.)	$5,000	$10,000
FAMILY CONTRIBUTION	$1,000	$ 1,000
Need for Financial Aid (cost minus family contribution)	**$4,000**	**$ 9,000**
SOURCES OF FINANCIAL AID		
Federal Pell Grant	$1,100	$ 1,100
Federal Campus-based Aid (SEOG, Work-Study, Perkins)	$1,500	$ 3,000
Aid from Institution	$ 400	$ 2,000
Federal Stafford Loan	$1,000	$ 2,500
Total Financial Aid	**$4,000**	**$ 8,600**
Total Unmet Financial Need (to be met from outside sources: additional family contribution, PLUS/SLS loans for parents or students, local/ disability-specific scholarships, etc.)	**$ 0**	**$ 400**

related expenses, should express those needs to the aid administrator at the postsecondary institution. Because of the complexity of the system, however, they must take care to express those needs within the context of the system as explained below.

According to many directors of financial aid, taking care to be **early and accurate** in applying for aid are the most important steps in the financial aid process. However, completing the financial aid application form requires you to report actual or estimated income tax information well in advance of the April 15th Internal Revenue Service (IRS) tax deadline. Having this information available several months before a family usually prepares the income tax form calls for advanced planning. Campus financial aid administrators suggest that a family estimate the tax information in time to complete the appropriate financial aid form by the school's announced deadline. If the actual IRS tax information is different from the estimate, send an amended report when it is available to the financial aid administrator rather than delay sending the form in the first place. If an individual's aid information is not processed and forwarded to the appropriate schools by January or February, institutional processing deadlines may be missed and the student may lose priority for financial aid. If the family mistakenly reports only the taxes withheld on the W-2 form and not the complete tax information from the 1040 and other IRS forms, corrections must be made by the family, causing unnecessary additional delay. Students and their families should be aware that because college aid application deadlines may conflict and may call for differing information, a very early and accurate preparation is necessary so that all deadlines can be met with appropriate information.

It is also important to note that students must reapply every year.

WHAT IS A FINANCIAL AID PACKAGE?

The financial aid package is a combination of financial aid resources (grants, loans, work) put together by the college financial aid administrator and designed to meet, as closely as possible, a student's individual financial need. The amount and types of assistance in a package depend on the cost of attendance at a particular institution, the student's need, availability of funds at the institution, and funds available from outside sources. Thus, a student may be offered two different financial aid packages if he or she applies to two different schools. It pays for a student to shop around and compare not only the dollars offered, but also the composition of the financial aid package each institution offers. The following examples illustrate different packages of financial aid which a student might be offered at two different schools: School A which costs $5,000 to attend and School B which costs $10,000.

Note: The aid amounts are for illustration purposes only and do not necessarily reflect actual amounts from campus to campus. However, it costs twice as much to attend School B as School A.

In the examples above, School B offers $8,600 this year whereas School A offers less than half of that. In fact, if the student chooses School B, he must find $400 more than the expected family contribution. On the other hand, School B may have the academic program of choice and necessary support services. Thus, the student may believe that in the long run, School B is the right choice.

In addition to comparing the total dollars offered in aid by each school, however, students need to consider level of indebtedness, terms of repayment, and the school's policy on how the aid packages are combined over time. Students, their families, financial aid personnel, and, where relevant, rehabilitation counselors of students with disabilities are concerned about what level of indebtedness a student can reasonably assume upon completion of education. Often career choices determine (or are determined by) level of indebtedness from loans and terms of repayment of financial aid loans.

From year to year financial aid administrators may vary the combination of grant, loan, and work-study money in a student's aid package, emphasizing loans for freshmen and work-study/scholarship in later school years—or the other way around. There might not be a uniform policy on financial aid package combinations over time. It is definitely appropriate to ask the financial aid administrator what the school's policy is during the progression from freshman to graduate student.

WHAT EXPENSES ARE CONSIDERED DISABILITY RELATED?

The student with a disability is often faced with additional expenses not incurred by other students. These may include:

- special equipment related to the disability and its maintenance
- expenses of services for personal use or study such as readers, interpreters, notetakers; or personal care attendants
- transportation necessary to pursue an academic program, if regular transportation is not accessible
- medical expenses relating directly to the individual's disability that are not covered by insurance

Students should be sure to inform the aid administrator of disability-related expenses that may previously have been covered by the family budget. These may include food and veterinary bills for dog guides, batteries for hearing aids and a Telecommunication Device for the Deaf (TDD) [now called a Typed Text—TT], or the cost of recruiting and training readers or personal care attendants. Often, leaving home necessitates the purchase of new or additional equipment that will allow the student to be independent at school. For example, the student's secondary school may have furnished disability-related equipment necessary for use in school, but that equipment belongs to and remains at the high school after the student graduates. Students with disabilities should seek assistance from the Office of Disability Support Services and/or Financial Aid Office to determine disability-related expenses. Once these expenses are identified students should provide the financial aid administrator with documentation of any disability-related expense which is required to insure attainment of the student's educational goal. Depending upon the institution, documentation may be simply a written statement of explanation by the student or an official statement by a doctor or Vocational Rehabilitation counselor. To be certain, the student should check with the Financial Aid Office.

Some of the special equipment and support services may be available at the postsecondary institution, through public and private community organizations, the state Vocational Rehabilitation Agency, or organizations of and for people with disabilities. The student should check with the Student Services Personnel, 504 Coordinator, or Office of Disability Support Services at the postsecondary institution. Probably the most valuable resource to a new student is the network of students with disabilities already on campus. Disabled students who have had similar experiences and similar needs are likely to have practical advice and low cost solutions to problems that students with disabilities frequently meet.

Regardless of whether the student is able to obtain any special equipment or services through the institution or elsewhere, it is still important to let the financial aid administrator know of any anticipated expenses. Such information is considered in the determination of the student's financial need, on which all aid decisions are based.

HOW DOES VOCATIONAL REHABILITATION FIT INTO THE FINANCIAL AID PROCESS?

Assistance to students with disabilities is often provided by state Vocational Rehabilitation (VR) Agencies. In some states there are two agencies: a general agency and one for persons who are blind or visually impaired. In other states, there is one agency serving all persons with disabilities. State Vocational Rehabilitation Agency titles vary from state to state, and thus may be hard to locate in the telephone directory. You may contact a state education agency, public library, or Governor's Committee on Employment of People with Disabilities for the telephone number and address of your local VR agency.

The local Vocational Rehabilitation Agency has VR counselors who can help a disabled person determine eligibility for assistance. The VR program is an eligibility program, rather than an entitlement program. To be eligible for services, an individual must have a disability which is a substantial handicap to employment and must have potential for employment as a result of rehabilitation services. The primary goal of a VR counselor is to make the client employable; therefore, the counselor will look closely at a student's educational plans in terms of job potential. While initial counseling and evaluation are open to all, the counselor may determine that a client is not eligible for other services based on State Agency policies governing economic need, order of selection, and other policies of the agency.

Among the services that may be provided by VR Agencies to a student who is a client are:

- Tuition expenses
- Reader services for persons who are blind or learning disabled and interpreter services for people who are hearing impaired; individually prescribed aids and devices, which are authorized in advance in an Individualized Written Rehabilitation Program (IWRP) developed jointly by the client and the counselor
- Telecommunications, sensory, and other technological aids and devices
- Other goods and services, which help render an individual who is handicapped employable.

The above items may differ from state to state, or be subject to a test of a client's ability to pay or the use of available resources from another social service agency before a commitment of VR funds is made. To understand why there are differences among and between states' VR programs, one needs to know that the U.S. Department of Education, Rehabilitation Services Administration (RSA) administers the Rehabilitation Act, but each participating state administers its own program through the provisions of a state plan which has been developed under the guidelines of the Act and which has been approved by RSA. For additional information request **Vocational Rehabilitation Services—A Postsecondary Student Consumer's Guide** from HEATH.

IS THERE COORDINATION BETWEEN THE VOCATIONAL REHABILITATION AGENCIES AND THE FINANCIAL AID OFFICES?

Most states have developed working agreements between state associations of financial aid administrators and Vocational Rehabilitation administrators. These agreements, while not legally binding, allow for a coordinated effort in providing funds for students with disabilities in participating states. The agreement, or memorandum of understanding, establishes the process a VR agency and postsecondary educational institution should follow in determining the aid to be granted to the VR client/student. **Students served by VR are required to apply for student financial aid** under the guidelines of the Vocational Rehabilitation/Financial Aid Cooperative Agreements discussed below.

Through standardized information exchange forms, the two offices (VR and Financial Aid) are kept abreast of what the other is doing. The process is not a simple one; it takes time and requires a constant determined effort by both offices and the student. Often a student's aid package is recalculated several times as any new information is provided by either office.

The best advice for a student with a disability in the quest for financial assistance is to contact as early as possible both the VR agency where the student is a client and the financial aid office of the institution that the student plans to attend to be sure to meet both their deadlines. The institution will determine the student's eligibility for student financial assistance and develop an award package. Meanwhile, VR will also determine the student's additional disability-related needs, and, if possible, award funds. Whatever is not covered by the VR Agency can be recalculated by the institution into the student's expenses and, if funds allow, the student's award increased. Even with excellent cooperation between the financial aid administrator and the Vocational Rehabilitation counselor, there still may be remaining need for additional family contribution or loans.

IS FINANCIAL AID AVAILABLE FOR GRADUATE STUDY?

The increasing importance of graduate or professional study as part of the educational process has caused concern over the availability of funds for graduate study. After a student completes an undergraduate degree program, he or she is no longer eligible for many sources of federal and state funds. Other programs may serve graduate students, but only after all undergraduates have been served. Almost all VR agencies refuse to fund post baccalaureate education, because there is the expectation of employability after completion of a technical, community college, or undergraduate degree program. Students who are pursuing a second bachelor's degree also find problems in obtaining funding unless exceptional circumstances prevail. Most students, regardless of disability, find themselves financing their graduate study without VR assistance. They use the traditional routes of institutional scholarships in the field of study, part-time or alternate semester employment, loans, savings, assistantships, and family contribution as the primary routes to the graduate degree.

ARE THERE OTHER POSSIBLE SOURCES FOR FINANCIAL ASSISTANCE?

Supplemental Security Income

Supplemental Security Income (SSI) is a Federal program set up to provide financial assistance to persons who are aged, blind, and disabled who have little or no income and resources. The amount of SSI payment is dependent upon the income and resources of the client. (If the student is under 18, some of the parent's income and resources will be included.) The student should be aware that earnings from work-study or other work may affect SSI benefits. If the Social Security Administration approves a **Plan for Achieving Self Support,** the student would be able to set aside income and resources that are being used toward a specific vocational goal (tuition, savings for equipment or other needs) and continue to receive SSI payments. Plans can be developed by Vocational Rehabilitation counselors, public or private social agencies or groups, anyone assisting the student, or by the student. For more information regarding SSI and the Plan for Achieving Self Support contact the local Social Security Administration office.

Social Security Benefits

The Social Security Disability Insurance (SSDI) program allows workers and eligible dependents to receive monthly cash benefits because of a period of disability. A student who has been employed, may file based on his or her own work record. If the parents of a student with a disability have filed for Social Security or if a parent is deceased, the student may also qualify for dependents' benefits based on the parent's work record. For further information on the student provisions and eligibility requirements of the various Social Security programs, contact the local Social Security Administration office.

Talent Search, Educational Opportunity Centers, and Special Services for Disadvantaged Students

Talent Search and Educational Opportunity Centers are federally funded programs located at various sites across the country. Some are part of a postsecondary institution and some have been established as part of a private or public organization. These programs were set up to provide counseling and other services to disadvantaged students and students with disabilities. One of the responsibilities of the program is to help place students and sometimes help to negotiate financial assistance for students with the postsecondary institution. Many colleges also have federally funded programs of services for disadvantaged students, including students with disabilities. These programs provide some services, academic assistance, and may provide financial assistance as well. Because each program is individualized to a specific campus,

SCHOLARSHIP AND FINANCIAL AID RESOURCES

Scholarships specifically designated for students with disabilities are extremely limited. Students are urged to read the publications listed in the Selected Resources section of this paper and to pursue the scholarships available for qualities other than disability. Listed below are the few disability specific scholarships that have come to HEATH staff attention.

Alexander Graham Bell Association of the Deaf
3417 Volta Place, N.W.
Washington, DC 20007
(202) 337-5220 (voice/TT)

American Council of the Blind
1155 15th Street, N.W., Suite 720
Washington, DC 20005
(800) 424-8666 (3:00–5:30) or
(202) 467-5081

American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(800) 232-5463 or (212) 620-2000

Association for Education and Rehabilitation of the Blind and Visually Impaired
206 North Washington Street, Suite 320
Alexandria, VA 22314
(703) 548-1884

Bridge Endowment Fund
Scholarship Office
National FFA (Future Farmers of America) Center
P.O. Box 15160
Alexandria, VA 22309-0160
(703) 360-3600

Blinded Veterans Association
477 H St., N.W.
Washington, DC 20001
(202) 371-8880
(for children and spouses of blinded veterans)

Central Intelligence Agency (CIA)
Office of Student Programs (Internships)
P.O. Box 1925
Department T Room 220
Washington, DC 20013
(703) 281-8365

Christian Record Braille Foundation
4444 South 52nd Street
Lincoln, NE 68506
(402) 488-0981

Council of Citizens with Low Vision (CCLV)
5707 Brockton Drive-No. 302
Indianapolis, IN 46220
(317) 254-0185 or (800) 733-2258

Elecontronic Industries Foundation (EIF)
919 18th Street, N.W.
Suite 900
Washington, DC 20006
(202) 955-5814
Contact Marcie Vorac
(technical or scientific field)

Foundation for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-1054

Foundation for Science and the Handicapped, Inc.
Rebecca F. Smith
115 S. Brainard Avenue
La Grange, IL 60525
(for science students with a disability studying for a Master's Degree)

The Geoffrey Foundation
P.O. Box 1112
Ocean Avenue
Kennebunkport, ME 04046
(207) 967-5798
(offered to hearing impaired auditory-verbal students)

Graduate Fellowship Fund
Gallaudet University Alumni Association
Alumni Office
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5060
(limited to Ph.D. students who are hearing impaired)

Immune Deficiency Foundation
P.O. Box 586
Columbia, MD 21045
(410) 461-3127
(limited to those with primary genetic immune deficiency)

Jewish Braille Institute of America
110 E. 30th Street
New York, NY 10016
(offered to students who wish to become rabbis, cantors or Jewish educators)

La Sertoma International
1912 E. Meyer Boulevard
Kansas City, MO 64312
(816) 333-3116
(limited to graduate students who are preparing to assist people who are blind)

National Association of the Deaf
Stokoe Scholarship (supports research related to sign language or deafness)
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 (voice/TT)

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National Captioning Institute, Inc.
Dr. Malcolm J. Norwood Memorial Award Panel
5203 Leesburg Pike, Suite 1500
Falls Church, VA 22041
(703) 998-2400
(limited to students studying for careers in communication and/or media technology)

National Committee, Arts for the Handicapped
Education Office
John F. Kennedy Center for the Performing Arts
Washington, DC 20566
(limited to students age 10-21 studying selected musical instruments)

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230
(301) 658-9314

National Federation of Music Clubs
Music for the Blind Department
55 Janssen Place
Kansas City, MO 64109

National Grange Deaf Activities Program
1616 H Street, N.W.
Washington, DC 20006
(202) 628-3507

National Hemophilia Foundation
110 Greene Street
New York, NY 10012
(800) 42-HANDI

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20570
(301) 961-2800

New York Association for the Blind
111 E. 59th Street
New York, NY 10022
(limited to legally blind residents of the New York metropolitan area)

Opportunities for the Blind
P.O. Box 660
California, MD 20619

Recording for the Blind
20 Rozelle Road
Princeton, NJ 08540
(609) 452-0606

Spina Bifida Association of America
4590 MacArthur Boulevard
Suite 250
Washington, DC 20007
(800) 621-3141 or (202) 994-3285

Trapshooting Hall of Fame College Scholarship Fund
Chairshooters
"Doc" and Alicia Keim
161 Fort Washington Avenue
New York, NY 10032
(212) 305-5559
Contact: Hugo A. Keim, M.D.

Twitty, Milsap, Sterban Foundation
P.O. Box 43517
Detroit, MI 48243
(313) 884-9700
(limited to students with visual impairments)

University of New Hampshire
Internaional Exchange of Experts and Information in Rehabilitation (IEEIR)
6 Hood House
Durham, NH 03824
(603) 862-4767
(fellowships for short term study overseas for professionals in disability-related fields)

Venture Clubs Student Aid Award and Venture Clubs of Americas
Handicapped Student Scholarship
1616 Walnut Street, Suite 700
Philadelphia, PA 19103
(215) 732-0512

Listed below are some colleges and universities which offer specific scholarships to students enrolled on their campus. Contact the financial office for details: Arizona State University, College of St. Elizabeth (NJ), College of Marin (CA), Dominican College (CA), Fordham University Law School (NY), Francis Marion College (SC), George Washington University (DC), Goldey-Beacom College (DE), Hofstra University (NY), Iowa State University, Kent State University (OH), New Jersey Institute of Technology, Old Dominion University (VA), Overbrook School for the Blind (PA), Pennsylvania State University/University Park, Scripps College for Women (CA), South Dakota School of Mines and Technology, Southern Illinois University at Carbondale, Texas A&M University, University of Arizona, University of Colorado/Boulder, University of Houston, University of Illinois/Champaign, University of Iowa, University of Texas-Arlington, University of Wyoming, Western Michigan University, Wright State University (OH).

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check with the campus of your choice to determine if there is a Special Services Program, and what services are offered.

For more information on the location of Talent Search, Educational Opportunity Centers, and Special Services Programs, contact Department of Education, Division of Student Service, ROB-3, Room 3066, 400 Maryland Avenue, SW, Washington, DC 20202.

State Programs

Most states now have some form of student assistance. These programs vary by state. To find out the details of state grants and loans students should contact their high school counselor or college financial aid administrator.

Private Scholarships

A variety of unique situations, which may have nothing to do with disability, may make a student eligible for private scholarships. They may include parents' place or type of work, military experience, ethnic background; student's career goals; religious affiliation; extracurricular activities, etc. Such scholarships may be researched by purchasing or borrowing books about financial aid from a school or public library. Several of these are mentioned in the bibliography at the end of this paper. *There are very few scholarships available for persons whose unique situation is disability*. Since there is not a central list of scholarships for students with disabilities, HEATH staff has surveyed organizations and foundations across the country and developed a listing of organizations which do provide scholarships for persons with particular disabilities. Note that the amount of money from one of the disability scholarships may be token and ceremonial rather than substantial. Disability organization scholarships are generally $500 to $1000 per year.

In general, the best resource for all students, including those with disabilities, is the financial aid adminstrator at the colleges being considered. The financial aid administrator has been trained to understand and explain the complex system of Financial Aid. In addition, the financial aid administrator will be familiar with local, state, and private sources of funding, and able to tie these together with institutional resources to create the most advantageous financial aid package for the student.

However, any problems encountered in applying to a school, or in completing the financial aid application in a thorough and timely manner, could adversely effect the quality of any financial aid package for which a student may be eligible. Students may apply to and "shop" among several colleges for the most advantageous combination of academic excellence and financial aid available. Due to the lead times involved in the college/financial aid process, "smart shoppers" will begin the process of looking for a school, and preparing to apply for financial aid up to two years in advance of high school graduation.

The **International Kiwanis Club** recommends checking with local Kiwanis organizations to see if they offer scholarships. To find the number of the local chapter, call (317) 875-8755.

The **Elks Grand Lodge** in Winton, NC may be contacted for scholarships at (919) 358-7661.

The **Rotary Club** offers scholarships and may be contacted at (202) 638-3555 for more information. Scholarships must be applied for two years in advance.

The **Lions Club International** may be contacted at (708) 571-5466 to find the local organization's telephone number for scholarship information or assistance in purchasing equipment.

Another possible source of funds may be the **National Association of American Business Clubs** at P.O. Box 5127, High Point, NC 27262, (919) 869-2166.

Scholarship Search Services

Entrepreneurs in many cities have established scholarship search services businesses which have information about thousands of scholarships nationwide and which provide—for a fee—lists of those appropriate for individual clients. These services usually charge a fee ranging from $40 to $75, and can be found in the yellow pages or from a long distance information operator in various large cities (San Francisco, New York, Houston and others) under names such as Scholarship Information Service or Scholarship Search. As with any other service for which there is a fee, callers should request a written list of exactly what they will get for their investment and what has been the experience of the business in identifying scholarships for students with disabilities. In a telephone survey of such places in several cities, HEATH staff found that some are computerized, others are operated by individual researchers. None of the computerized search services contacted had specific descriptors for handicaps; thus the computer cannot list scholarships specifically intended for students with general or specific disabilities. The computer will, however, list funds available to students by geographical area, interest, school attending, professional, civic, or religious affiliations. Most of these services do not have a large database of disability-related information, but could prove a useful resource for some students. They often offer assistance (for an additional fee) in college selection and preparation of the financial aid application. The **National Scholarship Service and Fund for Negro Students** offers a scholarship search for $35 to any student. Contact NSSFNS, 965 Martin Luther King, Jr. Drive, Northwest, Atlanta, GA 30314. (404)577-3990.

Foundation Center

The **Foundation Center** with headquarters in Washington, DC and New York and cooperating collections in nearly 100 cities across the country can provide names of private foundations which donate money for particular activities or causes. The **Foundation Center** has a volume of listings called **Foundation Grants for Individuals** arranged in broad categories. It can beused there or purchased for $15. To find the address of the nearest cooperating collection call (800) 424-9836 toll free. (No information other than address can be given over the telephone.)

SELECTED RESOURCES

Toll Free Number (800) 433-3243 may be used by seekers of federal student financial aid information. Toll free calls from all 50 states and Puerto Rico can be made from 9 a.m. to 5:30 p.m. EST Monday through Friday. Callers will receive a recorded message and will be asked to remain on the line if they need additional information or if they have a specific question. Inquirers to HEATH and HEATH staff report that the information received from the toll free service is useful and staffed by knowledgeable people.

The Student Guide: Financial Aid From the U.S. Department of Education (annual edition) is a Department of Education *booklet* which describes the federal student aid programs. The booklet is widely available in school and public libraries or can be ordered free by writing Federal Student Aid Programs, Box 84, Washington, DC 20044 or by calling (800) 433-3243. There is also a *cassette* version which is a telephone dialogue between a Department of Education information specialist and a visually impaired student. The cassette is available free by request by calling (800) 433-3243.

Applying for Financial Aid is a four page newspaper developed by the American College Testing Service which covers the basic information which students and parents need to know. Sample calculations are provided as are sources of financial aid. **Applying for Financial Aid** is available in college financial aid offices or can be obtained by requesting it in writing from ACT, P.O. Box 168, Iowa City, IA 52243 or by calling (319) 337-1040.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid (1993-94) is one of many new special focus guides produced regularly by Octameron Associates. This 120 page book is full of useful strategies, helpful hints and good solid planning information as well as information on the Reauthorization of the Higher Education Bill, and includes a brief section about students with disabilities. Others in the series cover academic scholarships, college grants, loans, cooperative education opportunities, admissions, campus visits, and transition from high school to college. **Don't Miss Out** is available by prepaying $6 or $7.75 for first class postage to Octameron Associates, P.O. 2748, Alexandria, VA 22301. (703) 836-5480. You can also request a brochure describing the whole series.

How to Pay for Your Children's College Education (1988), by Gerald Krefetz for The College Board, incorporates the 1986 Tax Reform Act regulations to provide parents with practical advice. The 154 page book covers a range of sound financial management strategies for saving, investing, borrowing, and establishing credit for parents of teenagers as well as young children. There is an extensive glossary to clarify financial terms, appendixes providing an individual tax table, a gift tax table, an income tax rate chedule for trusts, and information on interest rates and yields. Available by preparying $12.95 plus $2.95 handling charge to College Board, College Board Publications, Box 886, New York, NY 10101-0886.

Need A Lift? To Educational Opportunities, Careers, Loans, Scholarships, Employment (annual edition) is a publication of the American Legion covering sources of financial aid and the financial aid process. Special emphasis is given to programs for children of deceased or disabled veterans, but is designed to be of service to all students. The 120 page booklet contains sources of scholarships, cooperative education programs, and sources of career information. Available free from American Legion National Office, 1608 K Street, NW, Washington, DC 20008. (202) 861-2700.

The College Financial Aid Emergency Kit (1993–1994), by Joyce Lain Kennedy and Dr. Herm Davis, while not disability specific at all, is one of the clearest and most useful small booklets available on the subject of utilizing the regular financial aid system to full advantage. Basic terms are defined and needs for money immediately, soon, and in the future are addressed. Kennedy and Davis, who are especially experienced in clarifying all aspects of financial aid, describe ten steps to simplify the application process, alternative strategies for financing a college education, and numerous borrowing tips. Locating scholarships, grants, and other gifts are described as are several save-ahead plans for those who have a few years before the actual college or graduate school dollars are to be spent. A realistic list of suggested reading concludes this 40 page booklet. Available only by mail for $5.50 from Sun Features, Inc., Box 368, Cardiff, CA 92007.

Financial Aid for the Disabled and Their Families (1992–1994), by Gail Ann Schlachter and R. David Weber, promises to inform readers about the "hundreds of programs that have been established just for the disabled or members of their family." The book is a useful and comprehensive resource for librarians and counselors, but the book promises more than it really delivers. The book is well organized for use since it has chapters about financial aid for people with specific disabilities, and there are sections of each chapter for both undergraduate and graduate education, but entries are double and triple counted so as to inflate the total number of scholarships and other aids included. The book is available for $37.50 plus $4.00 for shipping and handling from Reference Service Press, 1100 Industrial Road, Suite 9, San Carlos, CA 94070 or call (415) 594-0743.

Finding Financial Resources for Adult Learners: Profiles for Practice (1985) is published by the Office of Adult Learning Services of the College Board and serves as a resource book for adult learners not appropriately served by the traditional financial aid system. **Finding Financial Resources for Adult Learners: Profiles for Practice** is available for $8.95 from College Board Publications, Box 886, New York, New York 10106.

Directory of Special Programs for Minority Group Members (1990), edited by Willis L. Johnson, lists employment opportunities, financial aid sources, and career information services for members of minority groups. Although the volume is not specifically for those with disabilities, HEATH staff suggests that some of our many callers who ask about financial aid may find it an important resource. This well-

organized directory lists over 4,000 general sources of financial aid. Programs cited include scholarships, fellowships, and loans for college study; job training and retraining activities; summer employment and internshiip options; occupational information and career guidance assistance; and employment skills banks and talent bank services. Most programs listed are open to minority group members. Available by paying $30.00 to Garrett Park Press, P.O. Box 190A, Garrett Park, Md 20896 or by calling (301) 946-2553.

Financial Aid for Graduate & Professional Education (1992), by Patricia McWade is a 14 page pamphlet which provides a comprehensive overview of the topic. How and when to apply, determining financial need, types of aid available, aid for special groups (although not very much information about disability), debt management, and consolidation are some of the topics covered. Contact information about related resources are included. Available by prepaying $2.25 to Peterson's, P.O. Box 2123, Princeton, NJ 08543-2123. (800) EDU-DATA.

Grants for Graduate Study (1991), third edition, by Editor John H. Wells, lists and fully describes a diverse collection of nearly 800 scholarships and grants usable at the graduate level for the study of nearly every discipline. Well indexed, the 365 page guide provides practical tips as well as specific details about each award. Available in libraries or may be ordered by preparying $59.95 from Peterson's, P.O. Box 2123, Princeton, NJ 08543-2123. (800) EDU-DATA.

November 1992. Updated by Rhona C. Hartman and Kelly Kendrick Mazzeo from material prepared previously by Jay Brill for HEATH. Assistance from the staff of the National Association of Student Financial Aid Administrators is gratefully appreciated.

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PRE-COLLEGE FINANCIAL AID CHECKLIST

During the Junior year of High School

- ☐ Complete the college pre-selection process.
- ☐ Investigate financial aid opportunities with your high school counselor.
- ☐ Write to college(s) of your choice for application and financial aid forms.
- ☐ Begin the application process with Vocational Rehabilitation and/or Social Security.
- ☐ If you are involved in Special Education services at your high school, be sure that your Individual Educational Plan (IEP) includes your academic and vocational goals.
- ☐ Collect information and document expenses for completing the financial aid forms.

By the Senior year of High School

- ☐ Obtain the appropriate financial aid form for the schools to which you are applying from your high school counselor. Using the expense information collected during the last year, and the current year's estimated income tax information, complete the form.
- ☐ Mail the appropriate financial aid form as soon as possible after January 1, since forms postmarked before then do not count. (Be sure to check application deadline for each school to which you plan to apply.)
- ☐ Complete and return to the college(s) all application materials and the college's financial aid form by the date indicated on the form (usually February/March).
- ☐ Keep track of the date on which you sent in the financial aid forms. You should receive an acknowledgment of receipt of the form within six weeks and a Student Aid Report (SAR) within six weeks of the acknowledgment. If you have not received any response within eight weeks, call the Student Aid center at the number listed on aid form or institutional booklet.
- ☐ When the SAR arrives, send it to the financial aid offices of the colleges on your list.
- ☐ Keep in touch with the college financial aid office during the course of the application process to verify that they have received your SAR and that they are processing your aid package.
- ☐ If you are a VR client, be sure that your counselor is in touch with the financial aid offices at the colleges(s) on your list. **Be on time and accurate in filling out the application forms. If possible, have a third party read them and check for accuracy. Keep at least one photocopy of each completed form for your own record in case problems arise.**

HEATH PUBLICATIONS LIST

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with disabilities. Support from the United States Department of Education enables the Center, a program of the American Council on Education, to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The Center collects and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose.

Single copies of HEATH materials are free to those who request them.
Duplication of HEATH materials is encouraged; no permission to duplicate is necessary.

RESOURCE PAPERS

___ (ASL) Access to the Science and Engineering Lab and Classroom
___ (PSY) Adults with Psychiatric Disabilities on Campus
___ (BVI) Blind and Visually Impaired Students in Postsecondary Education
___ (CPP) Career Planning and Employment Strategies
___ (VE) Education for Employment
___ (GR) Getting Your LD Student Ready for College
___ (FA) Financial Aid for Students with Disabilities
___ (AHI) Head Injury Survivor on Campus: Issues and Resources
___ (DHH) Students who are Deaf or Hard of Hearing in Postsecondary Education
___ (LD) Learning Disabled Adults in Postsecondary Education
___ (MTM) Make the Most of Your Opportunities
___ (MSP) Measuring Student Progress in the Classroom
___ (OSN) Young Adults with Learning Disabilities and Other Special Needs
___ (PVR) Vocational Rehabilitation Services—A Postsecondary Student Consumer's Guide
___ (SAS) Strategies for Advising Students with Disabilities

ALTERNATE MEDIA

___ Please send materials on audiocassette
___ I have enclosed a blank 5 1/4 " or 3 1/2" DD/DS diskette, so please transfer to computer media.
  ___ MS-DOS compatible
  ___ Macintosh

NEWSLETTER

___ (ML) Annual Subscription (fall, winter, and spring issues)

Newsletter Article Reprints

___ (ADL) ADD and LD
___ (AHS) After High School, What's Next
___ (ADM) College Admissions Tests
___ (CAP) Computer Access Project
___ (C & T) Computers and Technology
___ (CL) Current Language
___ (FAC) Facts You Can Use
___ (FAM) Family Issues
___ (FOC) Focus on Faculty
___ (HID) Hidden Handicaps
___ (HSDA) High School Diploma Alternative
___ (LDHA) LD High Achieving Students
___ (NRLD) New Resources for Learning Disabilities
___ ($AT) $ for Adaptive Technology
___ (RSH) Resources for Severe Handicaps on Campus
___ (SCS) Student Consumer Speaks Up
___ (SDP) Self Determination Projects
___ (TDD) Transitions for Developmental Disabilities
___ (VA) Vocational Assessment

OTHER PUBLICATIONS

___ (BRO) HEATH Brochure
___ (RD) HEATH Resource Directory
___ (CF) College Freshmen with Disabilities
___ (CAC) How to Choose a College: Guide for a Student with a Disability
___ (DIR) Resources for Adult with Learning Disabilities
___ (504) Section 504, The Law & Its Impact on Postsecondary Education
___ (TS) Transition Summary

Single copies of these other publications are free. Multiple copies may be ordered on a cost-recovery basis. For details, call HEATH at (800) 544-3284 or (202) 939-9320. Both numbers are voice or TT.

NAME _____

TITLE _____

ADDRESS _____

_____

_____ CITY _____ STATE_____ ZIP _____

CHECK THE LINE BELOW THAT BEST DESCRIBES YOU

___ Person with Disability
___ Adult Educator
___ Teacher/ Instructor
___ Administrator
___ Counselor
___ Other (Specify) _____

Please mail back to HEATH, One Dupont Circle, Suite 800, Washington, DC 20036

HEATH RESOURCE CENTER

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

The HEATH Resource Center is a clearinghouse which operates under a Congressional legislative mandate to collect and disseminate information nationally about disability issues in postsecondary education. Funding from the United States Department of Education enables the Center to increase the flow of information about educational support services, policies, and procedures related to educating or training people with disabilities after they have left high school.

HEATH Resource Center is designed to:

- identify and describe educational and training opportunities
- promote accommodations which enable full participation by people with disabilities in regular, as well as specialized, postsecondary programs;
- recommend strategies which encourage participation in the least restrictive and most productive environment possible for each individual.

To accomplish these goals, HEATH has an extensive publication program, a toll-free telephone service, and a professional staff which participates in a strong network of colleagues across the country.

Information from HEATH is a newsletter published three times a year and distributed nationally, free of charge, to subscribers. The newsletter highlights campus programs, provides information about new or pending legislation, and offers reviews of new publications and other media products. HEATH resource papers, monographs, guides, and directories focus on disability-related issues as they emerge on college campuses or in vocational-technical training schools, adult education programs, independent living centers, and other community-based training programs. Single copies of HEATH publications are free and may be reproduced. Most are available by request on audiocassette tape or computer disk.

HEATH's constituency is comprised of postsecondary administrators and service providers, teachers and instructors, high school and vocational rehabilitation couselors, government officials, librarians, health professionals, journalists, as well as those with disabilities and their families. The toll-free telephone line is available to encourage direct interaction with HEATH staff.

Participation by HEATH staff in national, regional, and statewide conferences and training workshops has led to the development of a national network of professionals across the nation. This network enables staff to suggest speakers, access options, audiovisual materials, and other resources to enhance such meetings.

HEATH staff can be reached Monday-Friday, 9 a.m.-5 p.m. Eastern Time at (800) 544-3284; or, in the Washington, DC metropolitan area, at (202) 939-9320; both lines are available for Voice or TDD calls.

Inquiries may also be mailed to HEATH at One Dupont Circle, Suite 800, Washington, DC 20036. Inquiries will receive prompt attention.

HEATH Resource Center is a program of the American Council on Education.

Hoke Smith, *Board Chair*, ACE
President, Towson State University
Robert H. Atwell, *President*, ACE